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ABSTRACT

Austin Independent School District's Elementary and Secondary Education Act Title VII Bilingual Program, begun July 1, 1974, serves 2,406 students in grades K-6 on 16 campuses. Both English and Spanish are used for portions of or all the curriculum with the amount of time and treatment accorded to each language commensurate with the pupils individual needs. Three basic staffing patterns include a bilingual aid working with (1) a bilingual and monolingual teacher; (2) two or more monolingual teachers in a self-contained classroom; and (3) a team of teachers of from two to six who may or may not be bilingual. Characteristics of the instructional model include beginning reading taught only in the child's dominant language, inclusion of the children's culture heritage in the curriculum, and small group instruction with grouping by language dominance and instructional level. Describing the project's status as of January 17, 1975, this interim report discusses the instruction, staff development, curriculum development, and parental involvement components of the program. The evaluation design for the project is presented in full with student outcomes objectives, process objectives, and input objectives specified for the student needs of Spanish and English communication skills, Spanish/English math skills, and self-concept enhancement. (DS)

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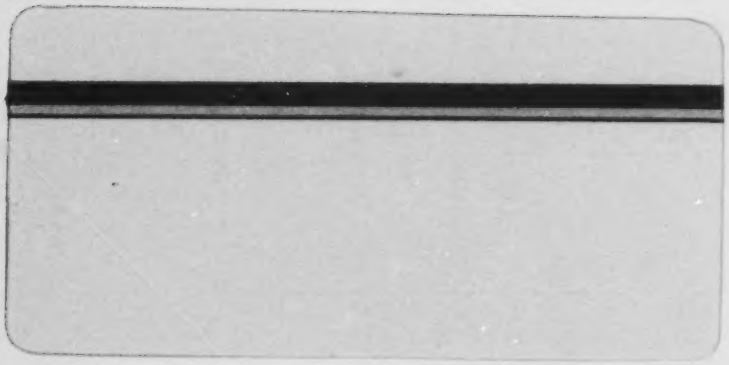

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AISD Title VII Bilingual Project
1974-1975

Interim Evaluation Report

February, 1975

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I
ABSTRACT

Austin Independent School District's ESEA Title VII Bilingual Program began July 1, 1974 and is serving 2,406 students on 16 campuses district-wide. Students in grades K-6 are receiving instruction in both Spanish and English as well as culturally related activities. This Interim Report describes the status of the project as of the end of the fall semester, January 17, 1975.

Three basic staffing patterns are being employed - a bilingual aide working with a team of one bilingual teacher and one monolingual teacher, a bilingual aide working with two or more monolingual teachers in a self-contained classroom, and bilingual aide working with a team of teachers from two to six who may or may not be bilingual. The instructional activities are supported by weekly on-campus visits by the project staff.

Teachers and aides have recieved about eight days of training to date and there are plans for about two more days. Community Representatives have recieved numerous days of training as an on-going procedure of supervision and development.

Curriculum development has been minamal to date; however, plans are made to produce and/or adapt units during the spring semester.

Parental involvement activities have succeeded in securing about 15 hours per month per classroom of parental volunteer time, involving parents of almost one-half of the project students in in-school activities.

The evaluation design for the project is presented in full with student outcome objectives, process objectives, and input objectives specified for each identified student need. These major needs are Spanish communication skills, English communication skills, Spanish/English math skills, and self-concept enhancement.

Attached to this report are formative evaluation reports written to date on the topics of inservice training and interviews of teachers, aides, and parents.

II
PROGRAM DESCRIPTION
INSTRUCTIONAL COMPONENT

The 1974-1975 ESEA Title VII Bilingual Project in the Austin Independent School District was funded from July 1, 1974 through June 30, 1975 for a total budget of $400,000. This budget was mainly for salaries of project support personnel, instructional materials, and staff training. The Austin Independent School District is supplying all teacher salaries, most capital outlay, and the resources of the local Department of Bilingual and Migrant Education. The Austin Independent School District's Title VII Project is built upon a base of a small locally funded bilingual effort, complements the state first grade bilingual program, and contributes to the elimination of racial isolation in the sixth grade centers.

Table 1 below identifies the grade levels in which the project functions in the 16 target schools.

Table 1 Participating Grades in Project Schools

	Grade Levels						
Campus	K	1	2	3	4	5	6
Brown	x	x					
Maplewood	x	x					
Reilly	x	x					
Rosedale	x	x					
Becker	x	x	x	x	x		
Brooke	x	x	x	x	x		
Dawson	x	x	x	x	x		
Ortega	x	x	x	x	x		
Ridgetop	x	x	x	x	x		
Zavala	x	x	x	x	x	x	
Baker							x
Blanton							x
Joslin							x
Read							x
Travis Ht.							x
Webb							x

The number of students participating in the Title VII Bilingual Project is 2,406. Table 2 breaks out the project students by school and ethnic group. Data are not available for Baker, Reilly, or Maplewood at this time. These figures are based on current enrollment and yield project totals as described in Table 3 below.

Table 2 ETHNIC COMPOSITION OF THE

AISD TITLE VII BILINGUAL PROJECT

SCHOOL	MEX.-AM. IN BILINGUAL CLASSES	% OF TOTAL MEX.-AM. ENROLLMENT THAT RECEIVES BILINGUAL ED.	BLACKS IN BILINGUAL EDUCATION	% OF TOTAL BLACK ENROLLMENT THAT RECEIVES BILINGUAL ED.	ANGLOS IN BILINGUAL EDUCATION	% OF TOTAL ANGLO ENROLLMENT THAT RECEIVES BILINGUAL EDUCATION
A	205	39	7	8	15	10
B	303	82	2	100	3	60
C	156	34	7	20	59	24
D	90	57	113	48	5	29
E	73	73	5	60	75	69
F	270	69	13	42	3	28
G	23	19	11	10	28	10
J	16	21	0	0	79	31
K	14	22	22	13	56	17
L	25	22	2	2	62	9
O	3	13	2	4	84	15
M	91	31	21	27	114	33
N	15	14	21	12	80	13

Table 3 Project-Wide Ethnic Composition Of Students

Number of Mex. Amer. (Percentage)	Number of blacks (Percentage)	Number of Anglos (Percentage)
1,284 (59%)	226 (10%)	663 (31%)

The project funds eight and one-half professional staff positions, three secretarial positions, 34 teacher aide positions, and 10 community representive positions. Table 4 contains a listing of these positions along with the beginning date of each, the date filled, and the person hired. This information reveals that, mostly as a result of the late notification of funding, in many cases the project staff was not hired to begin on the first possible work day.

Staffing patterns in the classroom vary. There are three basic school groups with characteristic staffing. The four campuses with a K-1 program have one bilingual aide each working with two or four monolingual classroom teachers. The six K-4 schools (one with 5th) have four bilingual aides and usually a bilingual teacher and a monolingual teacher teaming at each grade level. The six sixth grade centers have one bilingual aide each working with designated classrooms and students - in two centers with bilingual teachers and in four with monolingual teachers.

Formative evaluation data on the instructional program may be found in the formative evaluation reports included as attachments to this Interim Report. Report number 5 concerns interviews with bilingual teacher aides, and reports 6 and 7 concern interviews with project teachers. Interview forms used are included with each report.

The documentation of classroom activities and classroom characteristics is being accomplished through classroom observations by the Process Evaluators (Classroom Observers) using the Systematic Classroom Observation Form (SCOF) developed by the Office of Research and Evaluation. This form and the accompanying teacher reaction form are included as Attachment A.

The instructional coordinator, as well as the curriculum development specialist and the staff development specialist, makes weekly visits to each campus to consult with aides, teachers, and principals and to offer on-site help in scheduling, material selection, and individual student diagnosis and prescription. These visits are documented by daily schedules and logs maintained by each staff member.

Beginning on the following page is a definition and and description of AISD's bilingual education instructional model, as written by Eva Rivera, Project Coordinator.

Table 4

TITLE VII STAFF POSITIONS

74 - 75

POSITION	DATE POSITION BEGAN	DATE FILLED (Resigned)	PERSON
Proj. Coordinator	7/1	8/5	Eva Rivera
Instr. Coordinator	7/1	8/5	Dolores Segura
Curriculum Spec.	8/1	9/25	Ana (Leal) Bazan
Staff Dev. Spec.	8/1	10/1	Consuelo (Nieto) Akins
Parent Inv. Spec.	8/20	9/19	Eva Barron
Secretary	7/1	7/1 (12/30) 1/24	Yolanda Velasquez Valeria Berry
Secretary	8/1	9/26	Mary Blanche Wortham
Evaluator	7/1	8/1	Glynn Ligon
Process Evaluator	10/1	10/1	Raquel Ward
Process Evaluator	10/1	10/1	Pas Peña
Data Spec. (½)	9/1	9/1	Xavier Sosa
Secretary	7/1	7/10	Ada E. Agacinski

Table 4 (continued)

TITLE VII AIDES AND COMMUNITY REPRESENTATIVES
(34) (10)

(All Teacher Aide and Community Representativ positions began 8-20-74)

LOCATION	NAME	POSITION	STARTING DATE	RESIGNATION DATE	REPLACE-MENT	STARTING DATE
Baker	Kirsh, H.	Aide	9/19/74	1/13/75	Zapata,A.	1/14/75
	Aleman,.S.	Comm.Rep.	1/6/75			
Blanton	Martinez, A.	Aide	9/23/74			
Joslin	Alvarado, E. .	Aide	9/11/74			
Read	Flores, Y. .	Aide	9/11/74	12/20/74	Ramirez,B.L.	1/6/75
Travis	Gonzalez, M.N.	Aide	8/27/74			
Hts.	Cervantes, G.	Comm.Rep.	9/23/74			
Webb	Castillo, J.	Aide	8/23/74			
	Ramirez, H.	Comm.Rep.	10/9/75			
Becker	Rodriguez, M.E.	Aide	8/20/74			
	Sepulveda, D.	Aide	8/20/74			
	Castro, A.	Aide	8/20/74			
	Mojico, R.	Aide	8/20/74	10/4/74	Luna, A.	10/8/74
	Castilleja,A.	Comm.Rep.	9/3/74			
Brooke	Keefe, K.	Aide	8/20/74	10/18/74	Mendez,R.	11/7/74
	Moreno, M.	Aide	8/20/74			
	Zamarripa, J.	Aide	8/20/74			
	Moreno, G.	Aide	8/20/74			
	Mendoza, M.	Comm.Rep.	8/20/74			
Brown	Lopez, J.	Aide	8/20/74			
Dawson	Rosales, L.	Aide	8/20/74			
	Castillo, I.	Aide	8/20/74			
	Cortinas, R.	Aide	9/3/74			
	Ruiz,E.	Aide	8/20/74			
	Urias, M.L.	Comm. Rep.	9/16/74			
Maple-wood	Martinez, V.	Aide	8/23/74			
Ortega	Garcia, F.	Aide	8/20/74			
	Rojas, M.A.	Aide	8/20/74			
	Gonzales, I.	Aide	8/27/74	10/16/74	LaFuente,D.	10/22/74
	Montemayor, A.	Aide	8/31/74			
	Gonzalez, R.M.	Comm. Rep.	9/24/74			
Reilly	Herrera, M.L.	Aide	9/16/74			
	Cardenas, L.S.	Comm. Rep.	9/23/74			

Table 4 (continued)

LOCATION	NAME	POSITION	STARTING DATE	RESIGNATION DATE	REPLACE-MENT	STARTING DATE
Ridgetop	Trinidad,A.	Aide	8/20/74			
	Cruz, L.	Aide	8/20/74			
	Nuncio, L.	Aide	8/20/74			
	Hernandez, G.	Aide	8/20/74			
	Zapata, A.	Comm.Rep.	8/20/74			
Rosedale	Heller V.	Aide	9/11/74			
Zavala	Perez, C.	Aide	8/20/74			
	Castro, N.	Aide	8/20/74			
	Herrera, M.	Aide	8/20/74			
	Velasquez, V.	Aide	8/20/74			
	Lopez, G.	Comm.Rep.	9/4/74			

NOTE: 1. All teacher aides are employed for 190 days.

2. All community representatives are employed for 190 days.

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

October 7, 1974

A DEFINITION AND DESCRIPTION OF THE BILINGUAL EDUCATION INSTRUCTIONAL MODEL

by

Eva Rivera
Title VII Coordinator

The Bilingual Education Program in the Austin Independent School District is an instructional program encompassing the total educational process in which two languages, English and Spanish, are used for a portion of or all of the curriculum. The amount of time and the treatment accorded to each of the languages in both content area and language instruction is commensurate with the individual needs of pupils. Inherent in the program of bilingual instruction is the teaching of the cultural heritage of the people whose languages are used and of the contributions made to the community, the state, and the country.

For pupils whose first language is other than English, the teaching of concepts, content information, and attitudes and relationships is undertaken entirely in the first language until sufficient facility is achieved in the use of both languages.[1]

Additionally, the instructional model is one which places great emphasis on the personnel who is expected to carry out the model.

The AISD Bilingual Education Instructional Model adheres to the Statewide Design for Bilingual Education adopted by the State Board of Education and the AISD School Board Policy on Bilingual/Multicultural Education.

[1]State Board of Education, Amendments in State Board of Education Policies and Revisions in Administrative Procedures for the Implementation of Bilingual Education Programs, (January 12, 1974), p.1.

CHARACTERISTICS OF THE AISD BILINGUAL EDUCATION INSTRUCTIONAL MODEL

CHARACTERISTIC	ADVANTAGE	NEED
1. Assessment and classification of students by language dominance.	Provides reference point for all instruction	None
2. The basic concepts initiating the child into the school environment are taught in the dominant language	Assures that comprehension and learning will take place	None
3. Language development is provided in the child's dominant language	Assures the sequential development of the child's dominant language to a sophisticated level of oral and written usage	None
4. Language development is provided in the child's second language	Assures immediate initiation into sequential second language acquisition	None
5. Subject matter and concepts are taught in the child's dominant language	Assures that comprehension and learning will take place	None
6. Beginning reading taught only in the child's dominant language	Reading skills are mastered readily when taught in the language the child speaks and understands	None
7. Second language reading is introduced transitionally	Second language reading is made easier once the sound system of the second language has been mastered, after oral proficiency is attained in the second language, and after the basic decoding skills have been developed in the dominant language	Formal, valid instrumen to ascertain when the transitional point for second language reading has been reached
8. Subject matter and concepts are taught in the child's second language	Assures that comprehension and learning will take place in the second language resulting in bilingualism	None
9. The cultural heritage of the children involved in bilingual instruction is taught	The child develops a positive identity, self-assurance, and confidence as well as becoming knowledgeable and appreciative of the cultural heritage of his peers	None

CHARACTERISTIC	ADVANTAGE	NEED
10. Team teaching: two or more member teams; corresponding or cross-level teams	Eases teacher preparation load by charging one or more teachers with English language instruction while one or more teachers are charged with Spanish language instruction Allows bilingual programs to utilize English monolingual teachers who ordinarily would not have a place in the bilingual program Research indicates that the separation of languages during the initial learning stages is preferable if it is carried out unobtrusively, e.g., a different time period, different rooms, or different teachers The number of groups any one teacher has to contend with is reduced by considering the total number of children comprising the team in the make-up of the instructional level groups	None
11. Small group instruction: the commonalities for grouping being language dominance and instructional level	Assures that the child is receiving instruction at the proper instructional level and in the language he comprehends Affords each child the opportunity to participate actively Affords each child constant reinforcement and praise by the teacher	None
12. Short group instructional time blocks	Assures that the child will not be taxed beyond his attention span	None
13. Individualized instruction	Assures instruction at the proper instructional level	None

CHARACTERISTIC	ADVANTAGE	NEED
14. Use of paraprofessionals	The utilization of paraprofessionals in an instructional capacity under the supervision of the teacher results in additional direct teaching activities	None
15. Material centers	Requires that teachers be knowledgeable of the necessary skills and their sequential development and introduction	None
	Insures sufficient materials and activities to carry out the necessary skills development	Materials preparation requires much effort on the part of management and instructional staff and parent volunteers
	Inclusion of self-checking materials and activities offer the child the immediate reinforcement he is seeking	
16. Materials evaluation, acquisition, adaptation, and development	Assures that the very best possible material be made available to the child	None
17. Complements existing educational programs	Avoids duplication of effort, supplanting effective materials and methodology already in use, and results in one effective instructional program per campus rather than a series of non-related programs.	None
18. Staff Development	Assures that the instructional staff receive training in diagnostic procedures, classroom management, and bilingual instructional methodology	None
19. Parental and community involvement	Assures that school patrons be knowledgeable of the instructional program, share in the decision making, and assist in the instructional program	None

CHARACTERISTIC	ADVANTAGE	NEED
20. Evaluation: standardized pre and post tests, informal interim testing, documentation of activities	Measures end of year growth, determines specific deficiencies and instructional levels, and results in an accountability conscious staff	None
21. Maintenance bilingual educational model as opposed to transitional model	Assures achieving the goal of developing fully literate, bilingual, multicultural individuals	None

III
STAFF DEVELOPMENT COMPONENT

The Staff Development Component is staffed with one Staff Development Specialist. Activities which have been conducted or which are planned follow.

August 12-16, 1974 Summer Workshop

Description: pre-service training for bilingual project personnel (See Formative Report Number 1)
Participants: teachers, aides, community representatives
Time: 5 days

September 11, 16, and 18, 1974 Diagnostic Testing Workshop (See Formative Evaluation Number 2)

Description: review of diagnostic testing and interpretation of results
Participants: teachers, aides
Time: 1/2 day

October 9, 10, 11, 14, 16, 17, and 18, 1974 Workshop on Objectives, Instructional Model and Curriculum (See Formative Evaluation Report Number 3)

Description: review of project objectives, AISD's bilingual instructional model and curriculum
Participants: teachers
Time: 1 1/2 hours

December 4 and 5, 1974 ESL and SSL Workshop (See Formative Evaluation Report Number 4)

Description: to familiarize teachers with ESL and SSL material
Participants: teachers, aides
Time: 2 days

January 17, 1975 Home, Culture, and Bilingual Education

Description: Discussion of Mexican American culture
Participants: teachers, aides, community representatives
Time: 1 1/2 hour

January 17, 1975 The Who, What, Where, and Why of Bilingual Education

Description: rationle of bilingual education
Participants: teachers, aides, community representatives
Time: 1 1/2 hour

February 10, 1975 Site Visit to San Antonio

Description: visit bilingual projects
Participants: 16 teachers
Time: 1 day

February 13, 1975 Classroom Management Workshop

Description: discussion of classroom management and future project activities
Participants: 16 teachers
Time: 1/2 day

To Be Arranged Bilingual K Materials Workshop

Description: training in use of SEDL K materials
Participants: K teachers and aides
Time: 1 day

To Be Arranged District Inservice Day

Description: session to be planned
Participants: teachers, aides, community representatives
Time: 1 1/2 hour

IV
CURRICULUM DEVELOPMENT COMPONENT

The Curriculum Development Component is staffed with a Curriculum Development Specialist. Available for information on the development of curriculum in the project is the following description prepared for an earlier report for the Office of Evaluation by the project staff.

> The Austin Independent School District's Title VII Bilingual Program's curriculum development procedures have been sequentially undertaken. Much time has been devoted to material evaluation. An array of material has been reviewed and rated according to its merit. Careful consideration has been given to the materials' orgin, sequential application, and use, linguistic and cultural relevancy, evaluation results of field testing efforts, and cost versus expected benefits. Highly structured materials and programs which also allow for flexibility and teacher creativity have been given prime consideration. Complete curriculum listings for grades K-6 have been developed from these evaluations.
>
> Contact has been maintained with the Education Service Center, Region XIII; National Dissemination Center for Bilingual-Bicultural Education; the University of Texas Center for Public School Ethnic Studies; Southwest Educational Development Laboratory; major publishers; and various material displays for state adoption purposes. All of this information and material acquisition has led to plans and preparations for production of more relevant materials to meet the needs of Austin, Texas. Teacher and principal input has been an integral part of the project's curriculum development component.
>
> Finally, project teachers and the curriculum specialist will be involved in a curriculum development course at the University of Texas at Austin. This team effort between the University and Title VII Bilingual Program will yield the following benefits: It will result original, well prepared, and relevant material; it will allow for teacher input and production; teachers will receive a stipend and college credit.

V
PARENTAL INVOLVEMENT COMPONENT

The Parental Involvement Component is staffed by a Parental Involvement Coordinator and 10 Community Representatives. The Community Representatives are paraprofessionals from the project school communities and are assigned as follows.

6	1 C.R. to each K-4 (5) campus	- Becker, Brooke, Dawson, Ortega, Ridgetop, and Zavala
3	½ C.R. to each 6th grade center	- Baker, Blanton, Joslin, Read, Travis Heights, and Webb
1	½ C.R. to each K-1 campus	- Brown, Maplewood, Reilly, and Rosedale
10		

The duties of the Community Representatives and the frequency which each occurs are reflected in Table 5. These frequencies are for the months of October, November, December, and January. In addition to these activities, this component encourages the participation of parents in school related activities. Table 6 reports the average number of hours per month which parents have volunteered for in-school activities ranging from instructional activities to field trips and including parent-teacher conferences. For the 72 project classrooms from which reports have been received at this time, an average of 15.88 hours per month per classroom of parent-school contact has been recorded on the classroom parent participation record forms provided by the project (See Attachment B).

The percentage of different project students which were represented by at least one parent in an in-school activity is 47% for the classes reporting (already exceeding the 25% criterion level of the objective). (See Table 7)

Attachment C is a copy of a list of major events of the parental involvement program at the project schools as compiled by the Community Representatives.

Attachment D is a roster of the Parent Advisory Committee formed to help guide the project's activities. Meetings of this committee and the number of members attending each are as follows.

Date	Number of Members Attending
December 17, 1974	20
January 6, 1975	23
January 22, 1975	29
February 5, 1975	15

Table 5 Duties of Community Representatives and Frequency of Occurrence

Communication and Activities with Parents		Provision of Social Services to Children and or Parents		Communication and Activities with School and Project Staff	
Activity	Number	Activity	Number	Activity	Number
Home Visit	750	Clothing and Shoes	182	Conferences With;	22
Telephone Call	1,774	Sick Care	562	Principal	148
Letter	2,638	Transportation of child	144	Counselor	84
Transportation of parent	135	Lunch Application	25	Teacher	347
Parent Attendance PAC-Dis.Le	11			Parental Involvement Coord.	140
Parent Education Activities	36	School Records	146	Other Coordinators	38
Parent Att. PAC-Local Level	28	Resource Agencies contacted	37	Nurse	90
Parent Attendance P.T.A.	968	Parents refered to resource agen.	38	Visiting Teacher	68
Parent Volunteer Activities	312	Parents refered to Sch. Personnel	26	Local Support Team	24
Parent Classroom Observation	112			In-service Activities	138
Parent Tutoring Activity	17			Planning School Programs	190

Table 6

HOURS OF PARENT IN-SCHOOL PARTICIPATION
FOR TITLE VII BILINGUAL CLASSROOMS
SEPTEMBER, 1974 THROUGH JANUARY, 1975

GRADE	NO. OF CLASSES REPORTING	SEPT.-JAN. NO. OF VISIT HOURS	AVERAGE NO. OF HOURS PER CLASS
K	14	312.75	23.86
1	15	146.25	9.75
2	10	135.75	13.58
3	7	127.50	18.21
4	9	179.50	19.94
5	4	16.0	4.00
6	7	59.25	8.46
NON GRADED	5	160.25	30.65
UNKNOWN	1	6.0	6.0
TOTAL	72	1,143.25	15.88

Table 7

NUMBER OF TITLE VII PROJECT STUDENTS
REPRESENTED BY AT LEAST ONE PARENT IN
AT LEAST ONE SCHOOL ACTIVITY

SEPTEMBER, 1974 THROUGH JANUARY, 1975

GRADE	NUMBER OF CLASSES REPORTING	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS REPRESENTED	PERCENTAGE OF STUDENTS REPRESENTED
K	14	322	159	49%
1	15	345	86	25%
2	10	230	146	63%
3	7	161	86	53%
4	9	207	97	47%
5	4	92	51	55%
NON GRADED	5	115	80	70%
UNKNOWN	1	23	3	13%
TOTAL	65	1495	708	47%

Inservice training for the Community Representatives has been continuous and wide-range. Attachment E is a list of these sessions, their dates, and their topics.

A major aspect of the evaluation of the Parental Involvement Component is the surveying of parents' home support of project students' learning goals and activities. This is being accomplished through parent interviews conducted by the Community Representatives in November, 1974 and again in April, 1975. A full report of the November interviews, procedures, and results are included in Formative Report Number 8, "Fall 1974 Parent Interviews," Attachment F of this Interim Report.

VI
EVALAUTION DESCRIPTION

The evaluation design for the ESEA Title VII Bilingual Project is based upon Austin Independent School District's C.I.P.O. evaluation model (C = context, I = inputs, P = processes, and O = outcomes). All of the objectives outlined here were developed by the Title VII Bilingual Project as an expansion of the objectives and evaluation activities described in the proposal approved by the Office of Education. This design reflects both formative and summative evaluation.

Formative Evaluation

Two Process Evaluators (Classroom Observers) have been employed to aid in the collection and reporting of data about the on-going activities of the project. Their major activities include observation of classrooms, interviewing of staff, and the development of instruments for each. Table 8 below displays the frequency of activities which involve the formative evaluation of the project.

Table 8 FORMATIVE EVALUATION ACTIVITIES

Activity	Frequency as of 1-17-75	1-17 to 7-30-75	Expected total
Classroom Observations	70	190	260
Aide Interviews	34	34	68
Comm. Rep. Interviews	0	10	10
Teacher Interviews	31	40	71
Prinicpal Interviews	14	2	16
Workshop Assesments	4	2	6
Informal Reports to Staff	3	4	7
Formative Reports Written	8	19	27
Instruments Developed	5	2	7

Formative evaluation reports are issued upon the completion of major events within the project. To date the following reports have been written and are included as Attachment F to this Interim Report.

Title	Formative Report Number	Publication Number	Date Issued
Bilingual Summer Workshop	1	106.04	Sept. 26, .974
Workshop: Diagnostic Testing	2	106.03	Sept. 27, 1974
Evaluation of the Workshop on Objectives, Instructional Model, and Curriculum	3	106.11	Nov. 11, 1974
Evaluation of the ESL and SSL Inservice Training Workshop	4	106.22	Jan. 6, 1975
Interviews of Bilingual Teacher Aides	5	106.20	Dec. 20, 1974
Interview of Teachers in Title VII K-4 Schools	6	106.21	Dec. 20, 1974
Interviews of Teachers in Title VII K-1 Schools	7	106.24	
Parent Interviews	8	106.25	Feb. 1975
Interim Report	9	106.26	Feb. 1975

The following formative reports are planned for release later this year.

Title	Formative Report No. (to be issued)	Expected Date
Principal Interviews	10	February
Aide Observations	11	March
Sixth Grade Centers	12	March
Com. Rep. Interviews	13	March
Aide Interviews	14	March

Title	Formative Report Number (to be issued)	Expected Date
Teacher (K-1) Interviews	15	April
Teacher (K-6) Interviews	16	April
Context Description	17	April
Classroom Observation (first round)	18	April
Staff Development Component	19	May
Curriculum Development Comp.	20	May
Parental Involvement Comp.	21	May
Parent Interviews (Pre & Post)	22	May
Classroom Observation (all rounds)	23	May
Spanish CRT-Validation Study	24	May
Language Dominance Testing	25	May
Workshop Assessment(s)		

Formative evaluation will also include the measurement of all of the stated process and input objectives outlined in this report.

Summative Evaluation

Summative evaluation focuses upon the student outcome objectives for the project. Table 9 on the following page presents the standardized instruments being used, students being tested, dates of the testing, and all programs in A.I.S.D. participating in the testing. In all cases where resources permit, testing will be conducted by staff from the Office of Research and Evaluation. Teachers and aides will administer other instruments.

Pre-test data available at this time are reported in Tables 10-15. These data will be further analyzed along with posttest data to determine the degree to which project outcome objectives were realized.

In addition to addressing the objectives in the evaluation design, several other research questions will be investigated. Wherever possible, analyses with the data collected will be designed to measure the effects of the following factors.

Table 9 Testing Program

SCHOOLS: Group A - Allison, Govalle, Metz, Palm, Ortega,-Brooke, Becker, Dawson, Ridgetop, Zavala
Group B - Reilly, Brown, Maplewood, Rosedale
Group C - Martin, Allan, Baker, Joslin, Webb, Travis Heights, Read, Blanton

Instrument	Students			Test Dates	Program
	Schools	Grades	Sample		
California Achievement Test-Reading	A	2-5	100%	Oct., 74	T1, T7, B/B, PA, IGE AISD
California Achievement Test-Reading & Math.	A,C	2-4-6	100%	Feb., 75	T1, T7, B/B, PA, IGE AISD
California Achievement Test-Reading	A	1,3,5	100%	Apr., 75	T1, T7, B/B, PA, IGE
Piers-Harris Self-Concept Test	A	3-4	50% (Ridgetop Dawson only Bil. classes)	Nov., 74 May, 75	T1, T7, B/B, PA, IGE
School Sentiment Index	A	3-4	50% (Ridgetop Dawson only Bil. classes)	Nov., 74 May, 75	T1, T7, B/B, PA, IGE
Primary Self-Concept Test	A,B A,B	K K	8 per class	Nov., 74 May, 75	T1, T7, B/B, PA, IGE
Boehm Test of Basic Concepts	A,B	K	100%	Sept./74 Feb. /75	T1, T7, B/B, PA, IGE
James or PAL Lang. Dom. Test	A,B	K,1	100%	Sept./74	T7, B/B, AISD
James or PAL Lang. Dom. Test	A,B	K,1	All Sp. Dominant All bil. 1/4 Eng. Dominant	May, /74	T7, B/B
Spanish Criterion Ref. Test	A,B	K-5	Bilingual classes	Oct. /74	T7, B/B
Spanish Criterion Ref. Test	A,B	K-5	1/3 of ea. bil. class	Oct./74	T7, B/B
Inter-American Series	A	1-5	1/3 of ea. bil. class	May,/74	T7, B/B

KEY: T1 = Title I
T7 = Title VII
B/B = ESAA Bil/Bic.
PA = Project Assist (ESAA)
IGE = Ind. Guided Ed.
AISD = District Testing program

Table 10 Spanish Criterion Reference Test

Instrument: Spanish Criterion Referenced Test

Pre Test Date: September, 1974

Post Test Date: May, 1975

Students Tested: Project students receiving Spanish reading instruction

PRE TEST FREQUENCIES

GRADO	NIVEL	ESTUDIANTES
K	A	120
	B	11
	C	0
	D	0
	E	0
	F	0
1	A	37
	B	98
	C	4
	D	0
	E	0
	F	0

GRADO	NIVEL	ESTUDIANTES
2	A	11
	B	106
	C	38
	D	8
	E	2
	F	0
3	A	0
	B	69
	C	58
	D	26
	E	7
	F	6

GRADE	NIVEL	ESTUDIANTES
4	A	0
	B	25
	C	78
	D	20
	E	21
	F	7

Table 11 California Achievement Test

Instrument: California Achievement Test - Reading

Pre Test Date: October, 1974

Post Test Date: February, 1975 (grades 2,4), April, 1975 (grades 1,3,5)

Students Tested: All project students

GRADE 2

National Norm 2.2

SCHOOL	PRE TEST SCORES N	TOTAL
A	143	1.54
B	55	1.15
C	110	1.26
D	63	1.54
H	26	1.66
E	27	1.90
F	69	.89
Total	493	1.43

GRADE 3

National Norm 3.2

A	100	2.30
B	60	1.87
C	138	2.10
D	75	1.60
H	91	2.55
E	46	2.50
F	77	1.98
Total	587	2.13

GRADE 4

National Norm 4.2

A	137	2.75
B	74	2.49
C	128	2.36
D	69	2.10
H	48	2.29
E	36	2.51
F	65	2.76
Total	557	2.54

Table 12 Primary Self Concept Test

Instrument: Primary Self Concept Test

Pre Test Date: November 11-15, 1974 Post Test Date: May, 1975

Students Tested: Random sample of Title VII Project K students

		PRE TEST MEAN SCORES									
SCHOOLS	N	FACTOR 1	FACTOR 2	DOMAIN I	FACTOR 3	FACTOR 4	DOMAIN II	FACTOR 5	FACTOR 6	DOMAIN III	TOTAL SCORE
A	22	1.45	2.54	4.00	.77	1.31	2.09	2.40	2.04	4.45	10.54
B	16	2.06	2.50	4.56	1.06	1.68	2.75	2.06	2.18	4.25	11.56
C	13	1.46	2.46	3.92	1.07	1.61	2.69	2.46	2.53	5.00	11.61
D	30	1.26	2.33	3.60	.93	1.80	2.66	2.40	2.36	4.76	11.00
E	15	2.40	2.60	5.00	1.93	1.80	3.30	2.46	2.20	4.66	13.46
F	21	2.00	2.66	4.66	1.47	1.80	3.23	2.66	2.33	5.00	12.90
G	7	1.14	2.71	3.85	2.28	.85	3.14	2.85	2.57	5.42	12.42
H	31	1.90	2.29	4.19	1.16	1.12	2.29	2.48	1.38	3.87	10.35
I	15	1.33	2.53	3.86	1.60	2.06	3.66	2.33	2.46	4.80	12.33
J	14	1.35	2.64	4.00	1.00	1.14	2.14	2.14	2.64	4.78	10.85
All Title 7	184	1.64	2.53	4.16	1.33	1.52	2.85	2.42	2.27	4.70	11.70

Factor 1 = Physical Size

Factor 2 = Emotional State

Factor 3 = Peer Acceptance

Factor 4 = Helpfulness

Factor 5 = Success

Factor 6 = Student-Self Domain

Domain 1 = Personal - Self Domain

Domain 2 = Social-Self Domain

Domain 3 = Intellectual-Self Domain

Table 13 Boehm Test of Basic Concepts

Instrument: Boehm Test of Basic Concepts

Pre Test Date: September, 1974

Post Test Date: February, 1975

Students Tested: All project K students

		PRE TEST MEANS				
N	SCHOOL	SPACE	QUANTITY	TIME	MISC.	TOTAL SCORE
49	A	13.96	9.02	2.24	2.47	27.69
47	B	12.91	7.40	1.53	1.87	23.72
28	H	12.29	8.79	1.75	1.64	24.46
60	D	14.10	10.69	1.38	1.88	28.00
47	F	10.96	6.11	1.23	1.38	19.68
231	All Title VII	12.97	8.19	1.74	2.04	24.94

Title VII Objective for February, 1975

35.3

Table 14 School Sentiment Index

Instrument: School Sentiment Index

Pre Test: November, 1974

Post Test: April, 1975

Students Tested: 3rd and 4th grades, 50% stratified random sample 1,219 students

Variables	Pre Test Mean	Possible Score
Teacher	5.17	8
Learning	5.55	7
Soc. Structure/Climate	3.33	5
Peers	4.36	7
General	7.12	10
Total Score	25.53	37

Table 15 Piers-Harris Self-Concept

Instrument: Piers-Harris Self-Concept

Pre Test Date: November 11-15, 1974

Post Test Date: May, 1975

Students Tested: 50% stratified random sample of all 3rd and 4th grade students in special projects

PRE TEST RESULTS

Variables	Nov 74 Mean	AISD Title I Oct. 73 Means
Behavior	12.9	12.6
Intellectual and School Status	12.6	12.5
Physical Appearance	7.7	7.6
Anxiety	8.3	7.9
Popularity	7.6	7.2
Happiness/Satisfaction	6.6	6.4
Total	55.3*	53.8

* Some items are included in more than one variable.

1. Ethnicity of the student (Mexican American, black, and Anglo)

2. Type of classroom teacher (bilingual, monolingual /bilingual team, or monolingual)

3. Grade level (K-6)

4. School level program type (K-1 schools, K-4 schools, and 6th grade centers)

5. Sex (boy, girl)

6. Classroom characteristics (degree of individualization, amount of Spanish used, social climate, and degree of incorporation of students' cultures and backgrounds into classroom activities)

7. Language dominance of the student (Spanish/English)

Identification of the influences of these factors will help answer questions related to the identification of the most effective instructional approach for students with specific characteristics.

Evaluation Design

The evaluation design follows this page and is presented in two parts. First is a Program Objectives Overview which is a brief outline of the Outcome Objectives, Process Objectives, and Input Objectives as delineated for the project. Second is a more detailed listing of each objective and its measurement technique.

TITLE VII BILINGUAL PROJECT
1974-75
AUSTIN INDEPENDENT SCHOOL DISTRICT
PROGRAM OBJECTIVES OVERVIEW

Outcome Objectives	Process Objectives	Input Objectives
Cognitive, Spanish (CS)		
CS1 Spanish dominant K students will achieve the mid-year middle socio-economic norm when tested on the Boehm Test of Basic Concepts (Spanish Edition) in February, 1975.	CS1.1 Spanish dominant K students will receive instruction in basic concepts in Spanish.	CS1.1.1 Bilingual K teachers will receive training in Spanish instruction during the Summer Workshop.
		CS1.1.2 Bilingual K teachers will receive inservice training in Spanish instruction during the 74-75 school year.
		CS1.1.3 Bilingual K classrooms will have the service of a bilingual aide.
		CS1.1.4 Parent volunteers will work in bilingual K classrooms.
		CS1.1.5 Materials budgeted for Spanish instruction in K will be ordered and delivered.
		CS1.1.6 Project staff will be available to help classroom teachers and aides plan Spanish instruction.

PROGRAM OBJECTIVES OVERVIEW

Outcome Objectives	Process Objectives	Input Objectives
CS2 Students receiving SSL and SFL instruction will demonstrate significant increases in Spanish language proficiency as measured by... (K-1) James or PAL language dominance tests. Pretest in September 1974; posttest in April 1975 for those initially scoring low in Spanish on the pretest.	CS2.1 Students will engage in weekly listening and speaking experiences.	CS2.1.1 Teachers and aides will participate in training activities for Spanish language development during the Summer Workshop. CS2.1.2 Teachers and aides will participate in training activities for Spanish language development during the 1974-75 school year. C2.1.3 Each bilingual classroom will have the services of a bilingual teacher aide. CS2.1.4 Materials budgeted for conducting language development activities will be provided. CS2.1.5 Parent volunteers will provide resources for language activities and provide teachers with more time for individual or small group instruction. CS2.1.6 Project staff will be available to help teachers and aides plan instruction.

PROGRAM OBJECTIVES OVERVIEW

Outcome Objectives	Process Objectives	Input Objectives
CS3 Significant increase in Spanish reading skills as measured by: a. Pruebas de Lectura Pre Spring '74 Post Spring '75 b. Sp CRT Pre fall '74 Post Spring '75	CS3.1 Initial reading instruction will be in the child's dominant language.	CS3.1.1 Each K-1 student's language dominance will be determined by the administration of the James/P.A.L. test by the end of September 1974. CS3.1.2 Teachers and aides will attend inservice sessions concerning the importance of and use of language dominance scores during the summer workshop. CS3.1.3 Bilingual aides who will be administering the James/PAL test will receive training. CS3.1.4 Program staff will be available to help teachers organize classrooms and to ensure their using these scores for that organization. CS3.1.5 All necessary reading materials for K-5 will be furnished to conduct reading instruction in Spanish

Outcome Objectives	Process Objectives	Input Objectives
	CS3.2 Weekly reading and writing activities will be conducted for those students identified for Spanish reading instruction.	CS3.2.1 Bilingual teachers and aides will receive training in Spanish reading and writing activities during the Summer Workshop.
		CS3.2.2 Bilingual teachers and aides will receive training in reading and writing activities during inservice sessions during the 1974-75 school year.
		CS3.2.3 Classrooms will be furnished with budgeted materials to conduct reading and writing activities in Spanish.
		CS3.2.4 Program Staff will help teachers organize their classrooms.
		CS3.2.5 Parent volunteers will provide resources for reading and writing activities and provide teachers with more time for individual and small group instruction.
		CS3.2.6 Classrooms will have the services of a bilingual aide.

Outcome Objectives	Process Objectives	Input Objectives
	CS3.3 Grouping and/or individualization within classrooms will be on the basis of a combination of the SpCRT profiles, language dominance tests, other diagnostic instruments, past performance, etc., and instruction will be planned according to the corresponding needs identified.	CS3.3.1 The SpCRT will be furnished to all schools and administered by the end of October, 1974.
		CS3.3.2 Teachers and aides will be trained in grouping and/or individualization on the SpCRT profiles and other data during the summer workshop.
		CS3.3.3 Teachers and aides will be trained in grouping and/or individualization during inservice sessions throughout the 1974-1975 school year.
		CS3.3.4 Program Staff will be available to help teachers and aides organize their classroom.

Outcome Objectives	Process Objectives	Input Objectives
	CS3.4 All identified project students will be instructed by qualified bilingual teachers in accordance with TEA and AISD guidelines.	CS3.4.1 Team teaching arrangements will be worked out at each school grade level.
	CS3.5 All bilingual aides will work in cooperation with teachers in planning activities to provide instructional reinforcement.	CS3.5.1 Teachers and aides will plan together.
		CS3.5.2 Each bilingual teacher will have the services of a bilingual aide.
		CS3.5.3 Bilingual teachers will be trained in the use of a bilingual aide in the classroom during the Summer Workshop.
		CS3.5.4 Bilingual teachers will be trained in the use of a bilingual aide in the classroom during inservice sessions throughout the 1974-1975 school year.

Outcome Objectives	Process Objectives	Input Objectives
	CS3.6 Parent volunteers will work in cooperation with teachers and aides in order to alleviate teacher load to facilitate small group activities and individualization of instruction.	CS3.6.1 Community representatives will be contacting parents and scheduling classroom visitation.
	CS3.7 The teacher will incorporate the units developed by the curriculum writer in his/her classroom activities.	CS3.7.1 The curriculum writer will write units that the teacher needs in his/her classroom.
CS4 Spanish dominant students receiving math instruction in Spanish will demonstrate an increase in math skills. (This objective will not be measured in 74-75.)	CS4.1 Spanish dominant students will receive math instruction in Spanish as documented by teacher interviews and classroom observations.	CS4.1.1 Spanish math materials budgeted will be ordered and delivered. This will be documented by the evaluation staff.

PROGRAM OBJECTIVES OVERVIEW

Outcome Objectives	Process Objectives	Input Objectives
Cognitive, English (CE) CE1 English dominant and bilingual K students will achieve the mid-year middle socio-economic norm when tested on the Boehm Test of Basic Concepts (Spanish Edition) in February, 1975.	CE1.1 English dominant K students will receive instruction in basic concepts in English.	CE1.1.1 Teachers will receive training in English instruction during the Summer Workshop. CE1.1.2 Teachers will receive inservice training in English instruction during the 74-75 school year. CE1.1.3 Bilingual K classrooms will have the services of a bilingual aide. CE1.1.4 Parent volunteers will work in bilingual classrooms. CE1.1.5 Materials budgeted for English instruction in K will be ordered and delivered. CE1.1.6 Project staff will be available to help classroom teachers and aides plan English instruction.

PROGRAM OBJECTIVES OVERVIEW

Outcome Objectives	Process Objectives	Input Objectives
CE2 Students receiving ESL and EFL instruction will demonstrate significant increases in English language proficiency as measured by .... (K-1) James or PAL language dominance tests, Pretest in September, 1974; posttest in April, 1975, for those intially scoring low in English on the pretest.	CE2.1 Students will engage in weekly listening and speaking experience.	CE2.1.1 Teachers and aides will participate in training activities for English language development during the Summer Workshop. CE2.1.2 Teachers and aides will participate in training activities for English language development during the 74-75 school year. CE2.1.3 Each bilingual classroom will have the services of a bilingual teacher aide. CE2.1.4 Materials necessary to conduct language development activities will be provided. CE2.1.5 Parent Volunteers will provide resources for language activities and provide teachers with more time for individual or small group instruction. CE2.1.6 Project staff will be available to help teachers and aides plan instruction.

PROGRAM OBJECTIVES OVERVIEW

Outcome Objectives	Process Objectives	Input Objectives
CE3 Students in bilingual classrooms will demonstrate a significant increase in English reading achievement	CE3.1 Initial reading instruction for English dominant students will be in English (K-1).	CE3.1.1 Student's language dominance will be determined during September, 1974. CE3.1.2 Teachers and aides will participate in training on the importance of and use of language dominance scores during the Summer Workshop. CE3.1.3 Aides will be trained to administer either the Lames or PAL language dominance test. CE3.1.4 Program staff will be available to help teachers organize classroom instruction.

Outcome Objectives	Process Objectives	Input Objectives
	CE3.2 English dominant students in K-1 and all students in grades 2-6 will participate in weekly reading and writing activities in Egnlish.	CE3.2.1 Teachers and aides will receive training in English reading and writing activities during the Summer Workshop. CE3.2.2 Teachers and aides will receive training in English reading and writing activities during the 74-75 school year. CE3.2.3 Classrooms will be furnished with budgeted materials for conducting reading and writing activities in English. CE3.2.4 Parent volunteers will provide resources for reading and writing activities and provide teachers with more time for individual and small group instruction. CE3.2.5 Classrooms will have the services of a bilingual aide. CE3.2.6 Program staff will help teachers organize their classrooms.

PROGRAM OBJECTIVES OVERVIEW

Outcome Objectives	Process Objectives	Input Objectives
CE4 English dominant students receiving math instruction in English will demonstrate an increase in math skills as measured by a significantly higher mean for 2 and 4 on the CAT in the spring, 1975 than in the fall, 1974.	CE4.1 English dominant students will receive math instruction in English as documented by teacher interviews and classroom observations.	CE4.1.1 English math materials budgeted will be ordered and delivered as documented by the evaluation staff.

PROGRAM OBJECTIVES OVERVIEW

Outcome Objectives	Process Objectives	Input Objectives
AFFECTIVE (A)		
A1 Students in project classrooms will demonstrate a significant increase ($p < .05$) in self-concept from pretest date of October 1974 to posttest date of April, 1975 as measured by.. a. (K) Primary Self-Concept Scale. b. (3-4) Piers-Harris Self-Concept Test.	A1.1 References to the cultures and home backgrounds of all students will be incorporated into classroom activities.	A1.1.1 Project teachers and aides will participate in training in cultural awareness during the Summer Workshop. A1.1.2 Project teachers and aides will participate in in-service training in cultural awareness during the 74-75 school year. A1.1.3 All bilingual classrooms will have the services of a bilingual aide. A1.1.4 Each project classroom will receive materials budgeted for conducting culturally related activities. A1.1.5 The curriculum writer will furnish each project classroom with at least one cultural unit. A1.1.6 Parent volunteers will provide classrooms with culturally related resources.

PROGRAM OBJECTIVES OVERVIEW

Outcome Objectives	Process Objectives	Input Objectives
		A1.1.7 Project staff will be available to help classroom teachers plan activities.
	A1.2 Same as all other Process Objectives	A1.2.1 Same as all other Input Objectives
A2 Students in project classrooms (3,4) will show a significant increase ($p < .05$) in positive attitudes toward school from pretest date (October, 1974) to posttest date (April, 1975), as measured by the School Sentiment Index.	A2.1 Same as all other Process Objectives.	A2.1.1 Same as all other Input Objectives.

TITLE VII BILINGUAL PROJECT
1974-75
AUSTIN INDEPENDENT SCHOOL DISTRICT

OUTCOME OBJECTIVES

CS1 Spanish dominant K students receiving instruction in Spanish will achieve the midyear socioeconomic norm when tested for basic concepts on the Boehm Test of Basic Concepts (Spanish edition) in February, 1975.

CS2 K and 1 students who initially score below 50% in Spanish oral language proficiency (September, 1974) on the James or P.A.L. Language dominance test and who receive Spanish as a Second Language (SSL) or Spanish as a First Language (SFL) instruction will demonstrate a significant gain ($p < .05$) on a posttest, April, 1975.

CS3 a. Spanish dominant students, K-1, will demonstrate an increase in Spanish pre-reading and reading skills as indicated by a significantly higher number of students' ($p < .05$) passing at least 50% of the objectives identified for each instructional level on the Spanish Criterion Referenced Test (SpCRT) posttest (spring, 1975) than on the pretest (fall, 1974).

b. English and Spanish dominant students receiving instruction in Spanish reading, 2-5, will demonstrate an increase in Spanish reading skills as indicated by a significantly higher number of students' ($p < .05$) passing at least 50% of the objectives identified for each instructional level on the SpCRT posttest (spring, 1975) than on the pretest (fall, 1974).

c. Students tested in the spring of 1974 on the Interamerican Series Pruebas in Spanish, will demonstrate a significant increase ($p < .05$) in Spanish skills on a posttest in the spring of 1975.

CE 1 English dominant K students receiving instruction in English will achieve the midyear socioeconomic norm when tested for basic concepts on the Boehm Test of Basic Concepts (English edition) in February, 1975.

CE2 K and 1 students who initially score below 50% in English oral language proficiency (Septebmer, 1974) on the James or P.A.L. language dominance test and who receive English as a Second Language (ESL) or English as a First Language (EFL) instruction will demonstrate a significant ($p < .05$) gain on a posttest, April, 1975.

CE3 Students receiving instruction in English reading, 2-5, will demonstrate a significant increase ($p < .05$) in English reading skills from pretest date (fall, 1974) to posttest date (spring, 1975) on the Reading Subtest of the California Achievement Test.

CE4 Students receiving math instruction in English, 2 and 4, will demonstrate a significant increase ($p < .05$) in math skills as measured by the Math Subtest of the California Achievement Test when spring, 1975 mean scores are compared to spring, 1974 mean scores in project schools.

A1 Students in project classrooms (K, 3, and 4) will demonstrate significantly ($p < .05$) more positive self-concepts in the spring, 1975 than did students in the same schools and grades in 1974 when initial differences are adjusted for by the pretest scores, fall, 1974. Tests used will be the Primary Self-Concept Inventory (K) and the Piers-Harris Self-Concept Scale (3 and 4).

A2 Students in project classrooms (3 and 4) will show a significant increase ($p < .05$) in positive attitudes toward school from pretest date (October 1974) to posttest date (April 1975), as measured by the School Sentiment Index.

September, 1974	.....	James, PAL Tests (K,1) SpCRT (K-5)
October, 1974	.....	Boehm Test (K) CAT (2-5)
November, 1974	.....	Self-Concept Tests (K,3,4) (Sample only) School Sentiment Index (3,4) (Sample only)
February, 1975	.....	Boehm Test (K) CAT (2,4)
April, 1975	.....	James, PAL Tests (K-1) (Sample only) Self-Concept Tests (K,3,4) (Sample only) School Sentiment Index (3,4) (Sample only) CAT (1,3,5)
May, 1975	.....	SpCRT (K-5) (Sample only)

PROCESS OBJECTIVES

CS1.1 Spanish dominant K students will receive the majority of instruction in basic concepts in Spanish.

a. When asked to indicate the language in which each student receives the most instruction, K teachers will indicate Spanish for 95% of the students identified by them as Spanish dominant.

b. During at least 50% of classroom observations, Spanish dominant students will be receiving instruction in Spanish when with the bilingual teacher.

CS2.1 All students, K-5, will engage in weekly listening and speaking activities in Spanish.

a. When asked how frequently students engage in listening and speaking activities in Spanish, bilingual teachers will respond with "weekly" or more frequently.

b. At least 25% of classroom observations will show evidence that students were engaged in listening and speaking activities in Spanish when with the bilingual teacher.

CS3.1 Initial reading instruction for the Spanish dominant student will be in Spanish.

a. When asked to indicate the language in which each student receives initial reading instruction, K and 1 teachers will indicate Spanish for 95% of the students identified by them as Spanish dominant.

b. During 95% of classroom observations when Spanish dominant K-1 students are receiving reading instruction, that instruction will be in Spanish.

CS3.2 English dominant students will receive weekly Spanish reading and writing instruction after they have demonstrated reading skills in English and reading readiness in Spanish.

a. When asked whether each student is ready to read in Spanish and then which ones are receiving reading instruction in Spanish, 95% of those identified as ready to read will be receiving reading instruction in Spanish.

b. During at least 25% of classroom observations, students identified as ready to read in Spanish will be receiving Spanish reading and/or writing instruction when with the bilingual teacher.

CS3.3 Grouping and/or individualization within classrooms will be on the basis of a combination of the SpCRT profiles, language dominance tests, other diagnostic tests, past performance, etc., and instruction will be planned according to the corresponding needs identified. When asked to describe the basis used for grouping and/or individualization, 90% of the teachers will mention one or more of the methods above.

CS3.4 All project students will receive at least part of their instruction from a qualified bilingual teacher. "Qualified" will be defined as:

1. Having an elementary teaching certificate.
2. Being bilingual in Spanish/English, endorsed by T.E.A.

This will be documented through personnel records.

CS3.5 All bilingual aides will work in cooperation with teachers in planning and providing instructional reinforcement for Spanish reading.

a. When asked what percentage of time the aide spends on instructional reinforcement of Spanish reading, teachers will respond with an average of 25%.

b. When asked what percentage of time they spend on instructional reinforcement of Spanish reading, the aides will respond with an average of 25%.

c. During classroom observations, aides will be engaged in instructional reinforcement of Spanish reading 25% of the time.

CS3.6 Parent volunteers will work in cooperation with teachers and aides to alleviate teacher load, to facilitate small group activities, and to facilitate individualization. Monthly records of parental volunteer activities will show at least one parent per class per month engaged in in-school activities.

CS3.7 Units developed/adapted by the curriculum writer will be taught as designed in project classrooms.

a. By the end of the project year (May, 1975), each bilingual teacher will have implemented at least one instructional unit* from material identified, adapted, and provided by the curriculum writer.

b. By the end of the project year (May 1975), each bilingual teacher will have implemented at least one instructional unit* developed by the curriculum writer.

* "Instructional unit" is defined as a minimum of 15 minutes of classroom activity per day for a minimum of five days.

CE1.1 English dominant K students will receive the majority of instruction in basic concepts in English.

a. When asked to indicate the language in which each student receives the most instruction, K teachers will indicate English for 95% of the students identified by them as English Dominant.

b. During at least 50% of classroom observations, English dominant students will be receiving instruction in English when with the team teacher.

CE2.1 All students, K-5, will engage in weekly listening and speaking activities in English.

a. When asked how frequently students engage in listening and speaking activities in English, bilingual teachers will respond with "weekly" or more frequently.

b. At least 25% of classroom observations will show evidence that students were engaged in listening and speaking activities in English when with the team teacher.

CE3.1 Initial reading instruction for the English dominant student will be in English.

a. When asked to indicate the language in which each student receives initial reading instruction, K and 1 teachers will indicate English for 95% of the students identified by them as English dominant.

b. During 95% of classroom observations when English dominant K-1 students are receiving reading instruction, that instruction will be in English.

CE3.2 Spanish dominant students will receive weekly English reading and writing instruction after they have demonstrated reading skills in Spanish and reading readiness in English.

a. When asked whether each student is ready to read in English and then which ones are receiving reading instruction in English, 95% of those identified as ready to read will be receiving reading instruction in English.

b. During at least 25% of classroom observations, students identified as ready to read in English will be receiving English reading and/or writing instruction when with the team teacher.

CE3.3 Grouping and/or individualization within classrooms will be on the basis of a combination of the SpCRT profiles, language dominance tests, other diagnostic tests, past performance, etc., and instruction will be planned according to the corresponding needs identified. When asked to describe the basis used for grouping and/or individualization, 90% of the teachers will mention one or more of the methods above.

CE3.4 All bilingual aides will work in cooperation with teachers in planning and providing instructional reinforcement.

a. When asked what percentage of time the aide spends on instructional reinforcement, teachers will respond with an average of 50%.

b. When asked what percetange of time they spend on instructional reinforcement, the aides will respond with an average of 50%.

c. During classroom observations, aides will be engaged in instructional reinforcement at least 50% of the time.

CE3.5 Parent volunteers will work in cooperation with teachers and aides to alleviate teacher load, to facilitate small group activities, and to facilitate individualization. Monthly records of parental volunteer activities will show at least one parent per class per month engaged in in-school activities.

A1.1 References to the cultures and home backgrounds of all students in project classrooms will be incorporated into classroom activities.

a. When asked how they incorporate the cultures and home backgrounds of their students into classroom activities, 80% of project teachers will mention at least two methods.

b. During classroom observations, references to the cultures and home backgrounds of students will be evident as measured by the O.R.E. Classroom Observation Guide.

A1.2 All other process objectives stated in this evaluation design relate to this outcome objective.

A2.1 All other process objectives stated in this evaluation design relate to this outcome objective.

NOTE: Process objectives will be assessed continually throughout the year.

INPUT OBJECTIVES

CS1.1.1 Bilingual K teachers will receive training in Spanish instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS1.1.2 Bilingual K teachers will receive inservice training in Spanish instruction during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS1.1.3 Bilingual K classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each K classroom is serviced.

CS1.1.4 Parent volunteers will work in bilingual K classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

CS1.1.5 Materials budgeted for Spanish instruction in K will be ordered and delivered by November 30, 1974. Delivery of these materials will be documented by the evaluation staff.

CS1.1.6 Project staff will be available to help classroom teachers and aides plan Spanish instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

CS2.1.1 Teachers and aides will participate in training activities for Spanish language development during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS2.1.2 Teachers and aides will participate in training activities for Spanish language development during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS2.1.3 Each bilingual classroom will have the services of a bilingual teacher aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each classroom is serviced.

CS2.1.4 Materials budgeted for conducting language development activities will be delivered. Delivery of these materials will be documented by the evaluation staff.

CS2.1.5 Parent volunteers will provide resources for language activities and provide teachers with more time for individual or small group instruction. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

CS2.1.6 Project staff will be available to help teachers and aides plan instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

CS3.1.1 Each K and 1 students' language dominance will be determined by the administration of the James or P.A.L. test within the first three weeks of school, fall, 1974. Copies of these scores will be forwarded to and kept on file in the Office of Evaluation.

CS3.1.2 Teachers and aides will attend inservice sessions concerning the importance of and the use of language dominance scores during the Summer Workshop. Their responses on a reaction form will show a mean of 3.5/5 to items relating to the success of this training.

CS3.1.3 Bilingual aides who will be administering the James or P.A.L. test will receive training. The names of those aides participating in the training will be on file in the Office of Evaluation.

CS3.1.4 Project staff will be available to help teachers and aides organize classrooms on the basis of these scores. Each teacher will have a regularly scheduled meeting with a member of the bilingual project staff during the first semester. This will be documented by the monthly staff contact form.

CS3.1.5 All budgeted materials for beginning reading instruction in Spanish will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

CS3.2.1 Bilingual teachers will receive training in Spanish reading and writing instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS3.2.2 Bilingual teachers will receive inservice training in Spanish reading and writing instruction during the 1974-1975 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS3.2.3 Materials budgeted for Spanish reading and writing instruction will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

CS3.2.4 Project staff will be available to help classroom teachers and aides plan Spanish instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

CS3.2.5 Parent volunteers will work in bilingual classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

CS3.2.6 Classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each classroom is serviced.

CS3.3.1 The SpCRT will be furnished to all schools and administered by the end of October, 1974. Staff in the Office of Evaluation will document the administration.

CS3.3.2 Teachers and aides will be trained in grouping and/or individualization during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS3.3.3 Teachers and aides will be trained in grouping and/or individualization during the 74-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS3.3.4 Project staff will be available to teachers and aides to help plan grouping and/or individualization. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual staff. This will be documented by the monthly staff contact form.

CS3.4.1 Team teaching arrangements will be worked out at each school so that all project students will be served by a monolingual and a bilingual teacher as documented by the process evaluators.

CS3.5.1 Teachers and aides will plan regularly together. When asked how often the teacher and aide plan together, both the teacher and aide will respond with the equivalent of at least 50% of the time.

CS3.5.2 Each bilingual classroom will have the services of a bilingual teacher aide.

a. Teachers will respond positively when asked if they have the services of a bilingual aide.

b. Process evaluators will document whether each bilingual classroom is served by a bilingual aide.

CS3.5.3 Bilingual teachers will be trained in the use of a bilingual aide in the classroom during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS3.5.4 Bilingual teachers will be trained in the use of a bilingual aide in the classroom during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CS3.6.1 Community representatives will be contacting parents and scheduling classroom visitations. This will be documented through monthly reports.

CS3.7.1 The curriculum writer will research available commercial bilingual materials, prepare an annotated bibliography of these, and submit that bibliography to the Project Coordinator before the end of October, 1974.

CS3.7.2 The curriculum writer will select, order, and adapt appropriate bilingual materials throughout the year and make these available to the classroom teachers. By the end of the project year (May, 1975) each bilingual teacher will have been furnished at least one instructional unit from material identified, adapted, and provided by the curriculum writer.

CS3.7.3 The curriculum writer will develop locally, relevant instructional units and provide these in a teachable format to the bilingual teachers. By the end of the project year (May, 1975) each project bilingual teacher will have been furnished at least one instructional unit developed by the project's curriculum writer. (A unit is defined as a minimum of 15 minutes of classroom activity per day for a minimum of 5 days.

CE1.1.1 K teachers will receive training in English instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CE1.1.2 K teachers will receive inservice training in English instruction during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CE1.1.3 K classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each K classroom is serviced.

CE1.1.4 Parent volunteers will work in K classrooms. There will be at least one parent volunteer involved in an instructional/ supervisory capacity per classroom per month as documented by classroom records on parental involvement.

CE1.1.5 Materials budgeted for English instruction in K will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

CE1.1.6 Project staff will be available to help classroom teachers and aides plan English instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

CE2.1.1 Teachers and aides will participate in training activities for English language development during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CE2.1.2 Teachers and aides will participate in training activities for English language development during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CE2.1.3 Each classroom will have the services of a bilingual teacher aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.
2. Process evaluators will document the schedules of the bilingual aides to determine if each classroom is serviced.

CE2.1.4 Materials budgeted for conducting language development activities will be delivered. Delivery of these materials will be documented by the evaluation staff.

CE2.1.5 Parent volunteers will provide resources for language activities and provide teachers with more time for individual or small group instruction. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

CE2.1.6 Project staff will be available to help teachers and aides plan instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

CE3.1.1 Each K and 1 students' language dominance will be determined by the administration of the James or P.A.L. test within the first three weeks of school, fall, 1974. Copies of these scores will be forwarded to and kept on file in the Office of Evaluation.

CE3.1.2 Teachers and aides will attend inservice sessions concerning the importance of and the use of language dominance scores during the Summer Workshop. Their responses on a reaction form will show a mean of 3.5/5 to items relating to the success of this training.

CE3.1.3 Bilingual aides who will be administering the James or P.A.L. test will receive training. The names of those aides participating in the training will be on file in the Office of Evaluation.

CE3.1.4 Project staff will be available to help teachers and aides organize classrooms on the basis of these scores. Each teacher will have a regularly scheduled meeting with a member of the bilingual project staff during the first semester. This will be documented by the monthly staff contact form.

CE3.1.5 All budgeted materials for beginning reading instruction in English will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

CE3.2.1 Teachers will receive training in English reading and writing instruction during the Summer Workshop. Their responses on a reaction form will show a mean response 3.5/5 to items relating to the success of this training.

CE3.2.2 Teachers will receive inservice training in English reading and writing instruction during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

CE3.2.3 Materials budgeted for English reading and writing instruction will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

CE3.2.6 Project staff will be available to help classroom teachers and aides plan English instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

CE3.2.4 Parent volunteers will work in classrooms. There will be at least one parent volunteer involved in an instructional/ supervisory capacity per classroom per month as documented by classroom records on parental involvement.

CE3.2.5 Classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each K classroom is serviced.

A1.1.1 Project teachers and aides will participate in training in cultural awareness during the Summer Workshop. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

A1.1.2 Project teachers and aides will participate in inservice training in cultural awareness during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

A1.1.3 All bilingual classrooms will have the services of a bilingual aide.

a. Teachers will answer positively when asked whether they have the services of a bilingual aide.

b. Process evaluators will document whether K classrooms are served by a bilingual aide.

A.1.1.4 Each project classroom will receive materials budgeted for conducting culturally related activities. Delivery of these materials will be documented by the evaluation staff.

A1.1.5 The curriculum writer will furnish each project classroom with at least one cultural unit. (A unit is defined as a minimum of fifteen minutes of classroom activity per day for a minimum of five days). Each classroom teacher will answer positively when asked whether the curriculum writer has furnished him/her with at least one cultural unit.

A1.1.6 Parent volunteers will provide each classroom with culturally related resources at least once each semester as documented by classroom records.

A1.1.7 Project staff will be available to help classroom teachers plan activities. Each teacher will have at least one scheduled conference with a member of the project staff each semester.

A1.2.1 Same as all other Input Objectives. All Input Objectives in the cognitive domain relate to this input objective.

A2.1.1 Same as all other Input Objectives. All Input Objectives in the cognitive domain relate to this input objective.

ATTACHMENTS

A..... Systematic Classroom Observation Form
Classroom Observation Reaction Form
B..... Parental Involvement Monthly Activity Sheet

C..... Parental Involvement - Major Events

D..... Parent Advisory Committee

E..... Community Representative - List of Inservice Sessions

F..... Formative Reports

Attachments A - E are included in all copies of this Interim Report.

Attachment F (Formative Reports) is available upon request from the Office of Research and Evaluation.

ATTACHMENT A - 1 SYSTEMATIC CLASSROOM OBSERVATION FORM (SCOF)

COF1275 1-7

School_____ Date_____ School Code / / / / 8-10

Observer_____ Observation Number / / / / 11-13 *

Teacher_____ Observer Code / / / 14-15 *

Aide_____ Teacher Code / / / 16-17 *

Time of Observation: From_____ To_____ * Aide Code / / / 18-19 *

No. of learning centers used at start_____; * at end_____.

Length of observation (minutes) / / / 20-21 *

No. of learning centers in classroom / / / 22-23

Classroom rating for flexibility (low 1 2 3 4 5 high). This rating is based on several considerations. Primary ones include: (1) can the furniture be easily rearranged; (2) can walls/partitions be easily rearranged; (3) are other classes close; (4) are open areas provided.

Average no. of learning centers used / / / 24-25 *

No. of students in classroom / / / 26-28

No. of teachers in classroom / / / 29-30

No. of aides in classroom / / 31

No. of student teachers in classroom / / 32

No. of other instructional adults in classroom / / 33

Elementary = 1; Secondary = 2 / / 34 *

Title I = 1; Non-Title I = 2; Sixth Grade Schools = 3; Secondary = 4 / / 35 *

IGE = 1; IGE Comparison = 2; Open Class = 3; neither of these = 4 / / 36 *

ESAA Bilingual = 1; Title VII Bilingual = 2; none of these = 3 / / 37 *

Project Assist = 1; general aide group = 2; nc aide group= 3; neither = 4 / / 38 *

6 year olds and 1st graders = 1; 7 year olds and 2nd graders = 2; etc.

Predominant age range or grade level (K=0) / / 39

Team teaching unit no. (IGE schools only) / / / 40-41 *

Predominant subject taught during observation period: 1 = language arts; 2 = math; 3 = science; 4 = social studies; 5 = art; 6 = other. / / 42

GROUPING BY MATERIALS	START	* END
Manipulative materials,i.e., typewriters		
Educational games		
Audio-visual materials		
Library books		
Dictionaries, encyclopedias, etc.		
Periodicals		
Self-scoring materials		
Texts		
Workbooks		
Dittos		
Art materials		
Other		

Flexibility Rating / / 43

No. students using manp. mats. / / / 44-45 *

No. students using educ. games / / / 46-47 *

No. students using AV materials / / / 48-49 *

No. students using library books / / / 50-51 *

No. students using references / / / 52-53 *

No. students using periodicals / / / 54-55 *

No. students using SS materials / / / 56-57 *

No. students using texts / / / 58-59 *

No. students using workbooks / / / 60-61 *

No. students using dittos / / / 62-63 *

No. students using art materials / / / 64-65 *

No. students using other mats. / / / 66-67 *

COMMENTS:

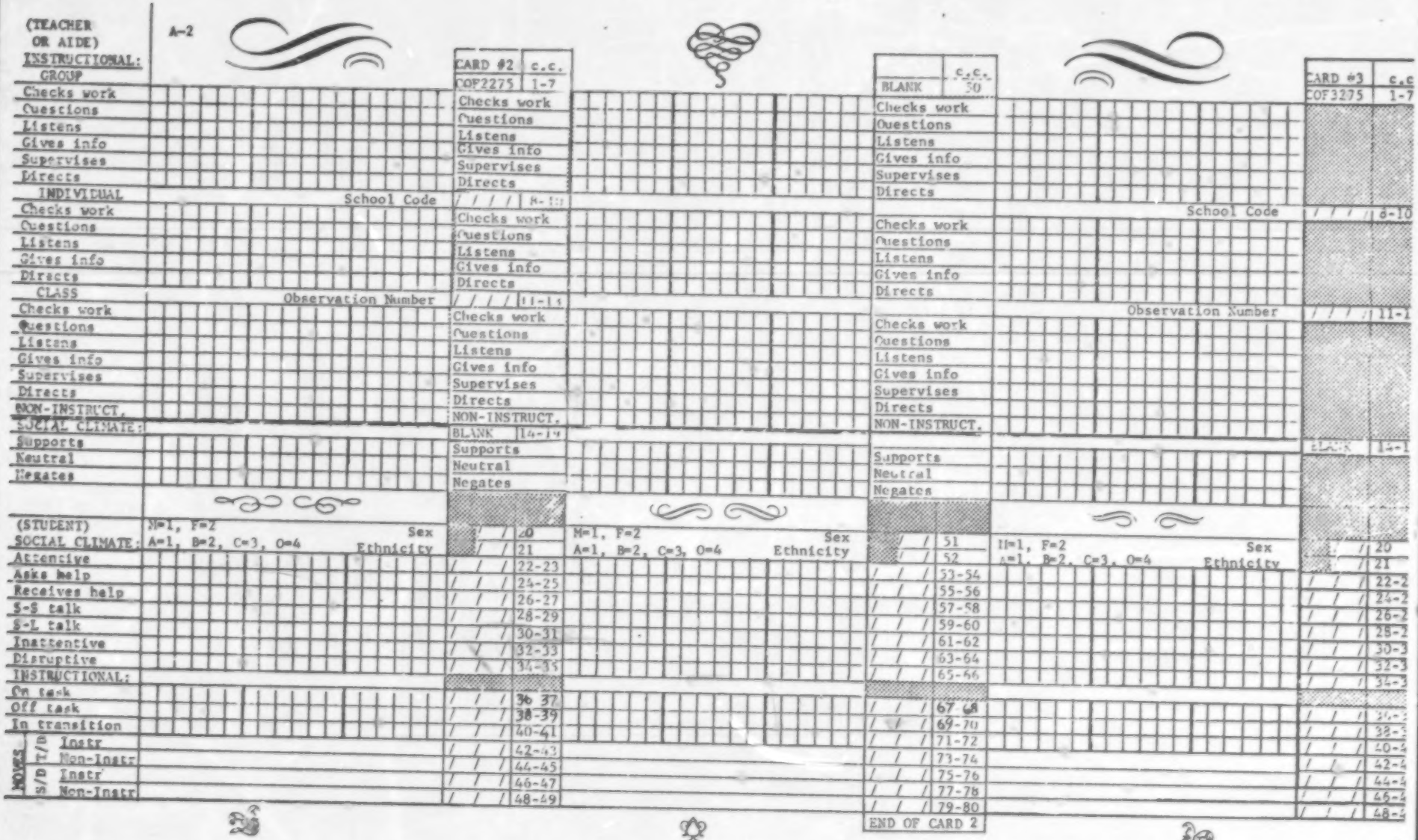
Average no. of groups / / . / 68-71 *

Average size of groups / / . / 72-75 *

Total no. of minutes adult observed / / / 76-77 *

Total no. of minutes children observed / / / 78-79 *

Bilingual = 1; Team = 2; Monolingual = 3 / / 80


(TEACHER OR AIDE) INSTRUCTIONAL: GROUP
A-2
Checks work
Questions
Listens
Gives info
Supervises
Directs
INDIVIDUAL
School Code
CLASS
Observation Number
NON-INSTRUCT.
SOCIAL CLIMATE:
Supports
Neutral
Negates
(STUDENT) SOCIAL CLIMATE:
N=1, F=2
A=1, B=2, C=3, O=4
Sex
Ethnicity
Attentive
Asks help
Receives help
S-S talk
S-L talk
Inattentive
Disruptive
INSTRUCTIONAL:
On task
Off task
In transition
NOISE T/D Instr
Non-Instr
S/D Instr
Non-Instr
CARD #2 c.c.
COP2275 1-7
BLANK 50
CARD #3 c.c.
COP3275 1-7
END OF CARD 2

A-3 (TEACHER OR AIDE)	Teacher = 1, Aide = 2 A = 1, B = 2, C = 3, Other = 4 M = 1, F = 2	c.c.		CARD #4	c.c.
				COF4275	1-7
			School Code	/ / / /	8-10
INSTRUCTIONAL: GROUP		BLANK 50	Observation Number	/ / / /	11-13
Checks work		Checks work		/ / /	14-15
Questions		Questions		/ / /	16-17
Listens		Listens		/ / /	18-19
Gives info		Gives info		/ / /	20-21
Supervises		Supervises		/ / /	22-23
Directs		Directs		/ / /	24-25
INDIVIDUAL			Teacher or Aide	/	26
Checks work		Checks work		/ / /	27-28
Questions		Questions		/ / /	29-30
Listens		Listens		/ / /	31-32
Gives info		Gives info		/ / /	33-34
Directs		Directs		/ / /	35-36
CLASS			Ethnicity	/	37
Checks work		Checks work		/ / /	38-39
Questions		Questions		/ / /	40-41
Listens		Listens		/ / /	42-43
Gives info		Gives info		/ / /	44-45
Supervises		Supervises		/ / /	46-47
Directs		Directs		/ / /	48-49
NON-INSTRUCTIONAL		NON-INSTRUCT.		/ / /	50-51
SOCIAL CLIMATE:			Sex	/	52
Supports		Supports		/ / /	53-54
Neutral		Neutral		/ / /	55-56
Negates		Negates		/ / /	57-58
				END CARD4; GO	
				COF5275	1-7
			School Code	/ / / /	8-10
			Observation Number	/ / / /	11-13
(STUDENT)	M=1, F=2 Sex	/	51	M=1, F=2 Sex	/	14
SOCIAL CLIMATE:	A=1, B=2, C=3, O=4 Ethnicity	/	52	A=1, B=2, C=3, O=4 Ethnicity	/	15
Attentive		/ /	53-54		/ /	16-17
Asks help (T or A)		/ /	55-56		/ /	18-19
Receives help(TorA)		/ /	57-58		/ /	20-21
S-S talk		/ /	59-60		/ /	22-23
S-I talk		/ /	61-62		/ /	24-25
Inattentive		/ /	63-64		/ /	26-27
Disruptive		/ /	65-66		/ /	28-29
INSTRUCTIONAL:						
On task		/ /	67-68		/ /	30-31
Off task		/ /	69-70		/ /	32-33
In transition		/ /	71-72		/ /	34-35
MOVES s/D/T/b Instr		/ /	73-74		/ /	36-37
Non-Instr		/ /	75-76		/ /	38-39
b Instr		/ /	77-78		/ /	40-41
s Non-Instr		/ /	79-80		/ /	42-43
		END OF CARD 5			END CARD 5	

CULTURAL REFERENCES

	M-A	B	A-I
Historical			
Present			

Key: Letters may appear in any combination

Display/Material
in terms of student involvement

blank = none (no items)
a = observe (isolated item(s))
b = comprehend (items/theme)
c = react/act (manipulatives, student activity involved)

Lesson/References
in terms of formalization

blank = none (no references)
d = spontaneous (unplanned additions)
c = planned (anticipated, arranged)
f = incorporated (part of larger unit)

Notes:

RETURN TO PAGE 67 AND COMPLETE THE ITEMS INDICATED WITH A STAR (★)

Classroom Observation Reaction Form

Austin Independent School District

If you wish to comment on today's observation of your classroom, please respond to these items and/or write any additional comments which would help us improve the observation process.

Circle the most appropriate choice.

A. The observation was conducted at a convenient time.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

B. The classroom situations observed were representative of the normal activities of my class.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

C. The classroom observer did not detract from the classroom activities nor the effectiveness of instructional activities.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

Other comments concerning the observation:

Observation I.D. _____

Please fold, staple, and drop into the district mail. Thanks.

SCHOOL: _____ MONTH _____, 19____ TEACHER _____

ATTACHMENT B - 1

Name of Person	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1.																															
2.																															
3.																															
4.																															
5.																															
6.																															
7.																															
8.																															
9.																															
10.																															
11.																															
12.																															
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16.																															
17.																															
18.																															
19.																															
20.																															
21.																															
22.																															
23.																															
24.																															

ACTIVITY CODE

School Visits:
- a. instructional
- b. recreational
- c. cultural
- d. materials preparation
- e. field trip
- f. program preparation
- g. supervision
- h. party
- i. visitation
- j. conference-school initiated
- k. conference-parent inititated
- l. other (explain on back

Home Visits:
- m. student progress
- n. attendance
- o. recruitment
- p. information
- q. getting acquainted
- r. other (explain on back

VISITOR CODE
M = mother
F = father
B = both
O = other

TIME CODE
Enter Nearest 1/4 hour (e.g. 1/4, 1/2, 3/4, 1, 1-3/4, etc.)

EXAMPLE

dm
1-1/4

ATTACHMENT C - 1

PARENTAL INVOLVEMENT

MAJOR EVENTS AT TITLE VII SCHOOLS

Brooke

Covered Dish Luncheon to explain the parental involvement program at Brooke and sign up parents for the different activities.

Home Reading Reinforcement Workshop

Christmas Decorations Workshop

Brightening Kindergarten Rooms-painting furniture

Assembly of Instructional Kits

Becker

16 de Septiembre celebration- food, program, costumes
Coffee- Orienting parents to the Bilingual Program
Coordinating with Title I and Becker Community School

Approximately 10 field trips involving K-4
Turkey Farm, Bakery, Tortilla House, Natural Science Center, Fishing, Nature Hike, Trip to see Santa.

Coffee- Planning parent participation

Appreciation of volunteers Christmas Program

Four materials preparation sessions

Christmas Stocking making session

Rosedale

Arts and Crafts- two evening sessions to make items to sell at school carnival.

Coffee- Orienting parents to Bilingual Program

Spanish classes for parents so that they can learn at home.

Reilly

Arts and Crafts- several sessions in the evenings and during the day to make items to sell at school carnival. Approximately 80 hours of volunteer time.

Coffee- Orienting parents to the Bilingual Program

Spanish classes for parents so that they can reinforce learning at home.

Zavala

Posadas- December 20, 1974. Procession from Cristo Rey Church to Santa Rita Street (across from school) Children and parents carried lighted candles and sang posada songs. Fiesta followed with food and pinata.

Ridgetop

Covered Dish Supper-to acquaint parents with school, principal and faculty. 150 persons attended.

Improving playground- tire swings, sandbox, tire tunnel

School Carnival

Assembly of instructional kits

Coordinating Reading Tutors Program

Maplewood

Parent meeting to plan for a Mexican Supper

Decorations making session

Tamale Supper to raise fund for school. 100 persons attended.

Blanton

Meeting for Parents of Children in Bilingual Program

Dawson

Fiesta de 16 de Septiembre-parents brought food for tasting party

Dawson Carnival-parents made boutique items to sell

Costume making for Christmas plays

PTA- Bilingual Units- Noche Bilingue

Field Trips

ATTACHMENT D - 1

AC Members	Classification	Address	Telephone	School or Organization	Representative (R) Alternate (A)
ominga Tovar	Parent	3117 Castro		Brooke	R
nnie Flores	"	3010 Castro	385-1833	Brooke	A
gapita Limon	"	906 Live Oak	444-9724	Becker	R
orcas Amaro	"	1607 S. 3rd	444-9242	Becker	A
aula Villalba	"	1104 Fieldcrest	442-3015	Dawson	R
arol Valdez	"	120 La Vista	442-3313	Dawson	A
lice Montoya	"	2204 Santa Rita	474-4162	Zavala	R
atilde Montoya	"	735 Cherio St.		Zavala	A
r. Jamie B. Organista	"	1630 B. W. 6th St.		Mathews	R
rs. Nelly C. Organista	"	1630 B. W. 6th St.		Mathews	R
ylvia Martinez	"	1106 Omega	926-0393	Ortega	R
oemi Delgado	"	10213 Willfield Dr.	836-1943	Ridgetop	R
rs. Lille Valdez	"	5602 Tura Lane	926-3311	Ortega	R
o Martin	"	4527 Avenue D	459-9580	Ridgetop	A
etty Ellis	"	8222 N. Lamar 72-A	836-7787	T. A. Brown	R
ecilia Fraustro	"	7703 Creston	454-1319	T. A. Brown	A
rinie Acosta	"	3705 Basford	478-8958	Maplewood	R
ita Chavarria	"	2711 Manor Rd.	477-4087	Maplewood	A
anda Tomme	"	503 Wilms	453-9608	Reilly	R
rian Brammet	"	605 Irma	454-4963	Reilly	A

PAC Members	Classification	Address	Telephone	School or Organization	Representative (R) Alternate (A)
Irma Novoa Esparza	Parent	702 Lamar PL. Apt. 103	459-5009	Reilly	R
Mrs. Mary McMillan	"	4201 Marathon	454-1563	Rosedale	R
Mrs. Rosie Gonzalez	"	5400 McCandless	454-7169	Rosedale	A
Mrs. Leonard Harsel	"	6615 Greensboro	926-7627	Blanton	R
Mrs. Earl Cantrell	"	5711 Wight Cove	928-0511	Blanton	A
Mrs. Kitteredge	"	1904 Ann Arbor	442-0927	Joslin	R
Mrs. Basse	"	5909 Glenhollow	441-3556	Joslin	A
Mrs. Ortega	"	4606 Bouldin	442-8955	Travis Hts.	R
Mrs. Gonzales	"	506 South Park	441-0065	Travis Hts.	A
Ruben Armendariz	"	9802 Childress	836-9514	Webb	R
Mrs. Charles D. Williams	"	8908 Briardale	836-6874	Webb	A
Mrs. Nettie Rocha	Com. member	8901 Viking Drive	836-8729	Austin Com. College	R
Eva Garcia-Carrillo Currie	Com. member	1811 Alameda Drive	442-5881	Sch. of Com. U. of T	R
Cathy Vasquez	Com. member	609 W. Gibson		Southwest Lab.	R
Noemi Villarreal	Com. member	10201 Sunhill	837-1060	MAPBWA (Mex. Am. Prof. & Bus. Womens Assoc.)	R
Inez Mendoza	Com. Rep. T. VII	2613 E. 7th	385-5183	Brooke	R
Rose Marie Gonzalez	" " T. VII	1208 Lily Terrace	385-6604	Ortega	R
Mary Lou Urias	" " T. VII	2810 Brenewood	447-3132	Dawson	R
Avelina Castilleja	" " T. VII	1112 Turtle Creek	444-4449	Becker	R
Gloria Cervantes	" " T. VII	305 Sheraton	444-5212	Joslin - Travis Hts.	R

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PAC Members	Classification	Address	Telephone	School or Organization	Representative (R) Alternate (A)
Louisa Cardenas	Com. Rep. Liason Title VII	1313 Broadmoor	453-7751	Reilly, Rosedale T.A.Brown, Maplewwod	R
Hilda Ramirez	Com. Rep. T. VII	5701 Wellington	926-2129	Blanton	R
Alicia Zapata	Com. Rep. T. VII	1415 Kamar	454-0727	Ridgetop	R
Eva Barron	Paretnal Inv. Coord. T. VII	4621 Philco Dr.		AISD	R
Mr. Ralph Finklea	Principal	Travis Hts. Elem.	442-5121	Travis Hts.	R
Miss Hermelinda Rodriguez	Principal	Zavala Elem.	472-0505	Zavala	A
Mr. Gilbert Cantu	"	Ridgetop Elem.	459-7901	Ridgetop	R
Mr. Wayne Rider	"	Joslin	442-3287	Joslin	R
Laura Rodriguez	Teacher	Brooke Elem.	385-3716	Brooke	R
Elva Cantu	Teacher	Becker Elem.	442-6345	Becker	A
Imelda Morales	Teacher	Ridgetop Elem.	459-7901	Ridgetop	R
Margarita Ramirez	Teacher	Daswon	442-2143	Dawson	R
Thelma Garza	Student	5703 Breezewood	442-1353	Crockett	R
Wanda Friske	Student	910 Mansell	385-1919	Johnston	R
Gloria Verastequi	Student	1004 Gunter	926-6392	Johnston	R
Edward Alcoser	Student	900 W. Oltorf	441-6329	Travis High	R

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Senior Govt

* Baker and Read have no representation as of now due to the lack of Community Representative on these campuses. Names will appear on updated roster.

* Areas 1 & 4 have no representation as of now Mr. John Belle & Ms. Kay Killough have been contacted. Name of these representatives will appear on updated roster.

86 Roberto Huerta Principal R 87
MARY LOUISE Blundell Teacher Rosedale R

ATTACHMENT E - 1

LIST OF INSERVICE SESSIONS

COMMUNITY REPRESENTATIVES

October 9, 1974 -
1. Record Keeping Procedures
2. Coordination with other programs on Campus
3. Evaluation process - in regard to measuring Parental Involvement Component Objectives.

October 14-18, 1974 Games Workshop

October 16, 1974 -
1. Particular problems and concerns
2. Alternate methods of solution

October 24, 1974 - Community Involvement
1. How to set priorities
2. How to identify problems
3. Involving people in planning

October 25, 1974 - Communication Skills
1. Team building stategy
2. Cultural Awareness
3. Problem Solving Techniques

October 30, 1974 - How to Administer Parent Questionaires

November 21, 1974- Philosophy of Bilingual Education
Explanation of Instructional Model

December 4-5, 1974- Materials Making - Assembly of Instructional Kits

January 10, 1975 - Materials Making - Assembly of R.O.L.L. Kits

January 16, 1975- Material Making - Assembly of R.O.C.K. Kits

January 17, 1975 - The What, How, Who, Why of Bilingual Education
AM Home Culture
PM Reviewing of Materials - Southwest Education Development Laboratory

February 13, 1975- Progress of Parental Involvment Component
1. Evaluation
2. Record Keeping
3. Cultural Awareness

PROJECTED INSERVICE

March 6, 1975-	The Use of Parental Involvement Manual "Follow Through Program" SEDL
March 20, 1975	District Inservice
April 10, 1975	The Workshop Program "Follow Through Program" SEDL Preparation of 5 Activities on Material Making
April 24, 1975	The Home Activities Program "Follow Through Program" SEDL Preparation of 5 Activities on Material Making
May 8, 1975	Evaluation of Parental Involvement Component
May 29, 1975	Wrap up - Turn in All Records - Pre-Service Schedule Annoncements